







Technical and Vocational Educational Educa

TVET Sector Support Program





Duration

5 Years (2017-2021)



Budget

62.5 million Euro



Geographical Spread

- ICT
- Punjab
- Sindh
- Khyber Pakhtunkhwa (KP)
- Balochistan
- Azad Jammu & Kashmir (AJK)
- Gilgit Baltistan (GB)



Donors

- European Union
- Federal Republic of Germany
- Royal Norwegian Embassy



Implementing Agency

 Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH



Partners

- National Vocational & Technical Training Commission
- Technical Education & Vocational Training Authorities in Punjab, Sindh, KP, Balochistan and AJK
- Punjab Vocational Training Council
- TVET Directorate, Gilgit Baltistan
- · Qualification Awarding Bodies
- Federation of Pakistan Chambers of Commerce & Industry (FPCCI)
- · Business & Industry Associations

Energy, agriculture and human capital are some of Pakistan's potentials, which have not yet been sufficiently used due to lack of required skilled workforce.

Nearly 27% of the youth complete secondary education and a very small percentage acquire employable skills. A major portion of the youth drifts off into the informal sector and learns various vocational skills through the traditional Ustad-Shagird system. Annually 1.8 million young people enter the job market, but as of 2018 there are only 433,237 places available in the formal Technical and Vocational Education and Training (TVET) through 3,740 institutes across Pakistan. Apart from this mismatch between demand and supply, even quality and relevance of the training delivered is not according to the demands of the job market.

To improve access, quality, equity and relevance of TVET, the Government of Pakistan has embarked upon a comprehensive reform in 2011 with the support of European Union and the governments of Germany, the Netherlands and Norway. The first phase of the reform, which is based on the National Skills Strategy (NSS), has ended in December 2016. During this period a number of milestones have been achieved such as national TVET Policy, National Vocational Qualifications Framework (NVQF) and the introduction of Competency Based Training & Assessment (CBT&A) etc.

The second phase of the TVET Sector Support Programme has been launched in January 2017 for another five years. The Programme is supported by the European Union, the Federal Republic of Germany and the Royal Norwegian Embassy. The overall objective of the Programme is to improve governance and private sector participation in the TVET sector to increase quality skill development that meets the demand of the labour market.





The TVET Sector Support Programme is being implemented across Pakistan including Azad Jammu & Kashmir and Gilgit Baltistan through following 04 intervention areas;

Private Sector Engagement

- Establishment of Sector Skills Councils
- Strengthening of employer-led Institute Management Committees
- Promoting systematic dialogue between the public and private sector
- Increasing the private sector's participation in TVET related decision-making bodies at federal and provincial/regional levels

Policy & Governance

- Implementation of the National TVET Policy at federal and provincial/regional level
- Quality assurance & management
- Accreditation of TVET institutes
- Development and implementation of National Skills Information System
- Development and implementation of Monitoring and Evaluation System
- Development of new demand-driven CBT&A based national qualifications
- Implementation of NVQF

Human Resource Development

- Setting up Centers of Excellence
- Training of the teachers, assessors and principals of public and private TVET institutes



Implementation of Reformed TVET

- Implementation of new demand-driven CBT&A based national qualifications
- Provision of demand-oriented vocational training to youth in Sindh and Balochistan through a special training fund
- Promotion of on-the-job or work based vocational training to youth
- Facilitation of agreements between training providers and enterprises for training delivery
- Issuance of national certificates to skilled persons from the informal sector through RPL

Expected Results (2017-2021)

Establishment of employer-led Institute Management Committees in 550 TVET institutes

Development and implementation of 72 new qualifications for Competency Based Training & Assessment (CBT&A)

Implementation of the national TVET Policy at federal and provincial/regional level

- Establishment of 5 Centers of Excellence for TVFT
- teachers' training Accreditation of 220 TVET





Facilitated 400 agreements

between provincial TEVTAs/

sector companies for

on-the-job cooperative

workplace-based training

training institutes and private











Learning (RPL)



sector through Recognition of Prior



Training of

- 40 Chief Master Trainers
- 110 Master Trainers
- 4,000 TVET teachers 1.800 Assessors
- 600 Principals of public and private TVET institutes
- 36,600 men and women trained, assessed and certified during project under CBT&A methodology using new qualifications

Results achieved (2017 to December 2020)



Established employer-led Institute Management Committees TVET institutes

* Includes 34 DBoMs and 42 IACs for PVTC and Punjab TEVTA respectively



Facilitated 1.402 provincial TEVTAs/ training institutes and private sector companies for on-thejob cooperative workplace-based training



Developed national plan, approval and implementation as National Skills for All Strategy



Developed **70** and implemented 39 new qualifications for Competency Based Training & Assessment (CBT&A)



Skills Councils



Issued national certificates to 18,725 skilled persons from the informal sector through Recognition of Prior Learning (RPL)



- Establishment of 5 centers of excellence underway for TVET teachers training
- Accreditation of 341 TVET institutes completed



- Completed training of;
 48 Chief Master Trainers
- 110 Master Trainers
- 3,261 TVET teachers
- 631 Principals of public and private TVET institutes



Completed training, assessment and certification of;

1,375 CBT Assessors
25,457 men and women through CBT&A methodology using new qualifications

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